

age individual colleges to seek out and recruit Kentucky resident minority students and provide them with graduate assistantships.

- Implement a McNair Scholars Program to provide incentives for selected students from underrepresented groups to move through the postsecondary education system and on to completion of the doctorate.
- Intensify ongoing efforts to increase diversity among the undergraduate student body, faculty, staff, and administration.

To increase civic engagement among the student body, Murray will:

- Establish university-wide student outcomes and publish them as “The Characteristics of a MSU Graduate.” The characteristics will address the importance of ethical behavior and responsible citizenship.
- Participate in the American Democracy Project sponsored by the *New York Times* and the American Association of State Colleges and Universities (http://www.murraystate.edu/provost/am_democracy.htm).
- Continue the Service Learning Scholars program, which combines community service with specific learning objectives in a course. To become a Service Learning Scholar (SLS), students must complete 12 hours of credit in service learning designated courses and earn an overall GPA of 2.75 and a minimum GPA of 3.0 in the designated classes. The Service Learning Scholar designation is placed on student transcripts, and SLS students are recognized by the institution at Honors Day and by special insignia at graduation.

Northern Kentucky University

CPE Key Indicators of Progress

NKU met its performance goals for:

- Undergraduate enrollment, which increased from 12,164 in 2002 to 12,223 in 2003.
- Graduate and first-professional enrollment, which increased from 1,579 in 2002 to 1,722 in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored NKU higher than predicted on all five benchmarks—*level of academic challenge*, *active and collaborative learning*, *student interactions with faculty members*, *enriching educational experiences*, and *supportive*

campus environment. Seniors scored NKU higher than predicted on four of five benchmarks—*active and collaborative learning, student interactions with faculty members, enriching educational experiences, and supportive campus environment.*

NKU did not meet its performance goals for:

- The retention rate of first-time freshmen, which decreased from 72.4 percent in 2002 to 67.5 percent in 2003.
- The six-year graduation rate of bachelor's degree students, which decreased from 37.8 percent in 2002 to 33.3 percent in 2003.
- One benchmark in the 2003 National Survey of Student Engagement: Seniors scored NKU lower than predicted on *level of academic challenge.*

The 2003 National Survey of Student Engagement also revealed:

- Fourteen percent of first-year students and 33 percent of seniors participated in a community-based project as part of a regular course.
- Thirty-six percent of first-year students and 42 percent of seniors participated in volunteer work outside of class.
- Thirty percent of first-year students and 29 percent of seniors reported that their college experience contributed to knowledge, skills, and personal development in contributing to the welfare of their community.
- Twenty-three percent of first-year students and 16 percent of seniors reported that their experiences at NKU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, NKU showed continuous progress on five of eight objectives, qualifying for quantitative eligibility status (i.e., new degree mprograms had to be implemented under the waiver provisions during 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

NKU has established additional indicators to measure its impact on the state and local economy and its responsiveness to employer and workforce demands. Since 1997, NKU has partnered with more than 125 businesses and organizations on community and business development projects that made

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northern Kentucky a more attractive place to work and live. Measures of NKU's progress in achieving its community and economic development goals include:

- Online programs in nursing and organizational leadership addressed worker shortages and student demand. During their first year of availability, there were 110 registrations in 22 online graduate nursing class sections. Enrollments in the organizational leadership program launched in summer 2003 have increased steadily to 223 registrations in 25 online class sections.
- NKU Grant County extension program student enrollment grew to 636, and 27 Grant County students successfully graduated from NKU in 2004. Both numbers are expected to increase in the coming year due to expanded facilities and additional academic programs. Other off-campus programs generated 367 registrations in 29 class sections. There is growing success in developing cohorts of students pursuing a common program.
- Milestones continued to accumulate for NKU's Metropolitan Education and Training Services (METS) Center, one of the nation's premier facilities for employee training and learning technology opportunities. In 2003-04, the number of clients exceeded 250, up from 200 the previous year, and included Federated Department Stores, Kroger, Lexmark, L'Oreal, Hill Top Research, Sisters of Charity Long Term Care, Toyota, Western Southern Life, and 3M Precision Optics. Cumulatively, METS has now provided services and offered or brokered programs for over 14,000 employees in 22 states, up from 2,000 employees the previous year.
- In support of regional economic progress, more than 62 separate services designed to support emerging entrepreneurial, knowledge-based businesses most likely to be attracted to northern Kentucky are provided by NKU's Small Business Development Center/Family Business Center, Institute for New Economy Technologies (iNET), Fifth Third Bank Entrepreneurship Institute, METS, Marketing Research Partnership Program (MRP2), Career Development Center (co-op/internships), and Mathematical and Statistical Consulting Center.
- The Mayerson Student Philanthropy Project teaches students about local human service needs and the impact of philanthropy by providing each "Mayerson course" with funds that students can award to local nonprofit agencies. During 2003-04, 240 students enrolled in 13 Mayerson courses; 52 grants, totaling \$73,910, were awarded to local nonprofit organizations.

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- Since its introduction in 1992, the University Community Partnership program has awarded over \$350,000 for collaborative projects engaging NKU faculty and students with a community agency in order to address pressing local issues, such as senior wellness, homeless youths, learning disabilities, student achievement and retention, and community health.
- NKU undertook an institution-wide commitment to programs and services designed to enrich K-12 education, particularly in science and mathematics. Over 2,000 elementary, middle, and high school students enrolled in some form of math or science enrichment program sponsored by the Center for Integrative Natural Science and Mathematics (CINSAM), Center for Applied Ecology, Center for Civic Engagement, University/School Partnerships, and Community Connections/Education Outreach.
- During 2003-04, the first year Community Connections existed as an operating unit on campus, 459 individuals enrolled in 36 non-credit classes and workshops. Examples of topics covered in the non-credit courses were ACT, SAT, GRE, GMAT, and LSAT test preparation; motorcycle riding and safety skills; foreign languages; and grant writing. Classes ranged from a single session to a series of six sessions. Additionally, Community Connections brought 295 elementary/middle school students and 27 adult chaperones to campus for interactive presentations, guided campus tours, and a lively backstage look at the university's concert hall. Bringing such young students to campus enriches their current learning experience and helps prepare them for their future.
- The NKU Collaborative for Adult Learners designed and delivered a three-part series of faculty development workshops on adult learner theory and practice that attracted a total of 61 enrollments. Within the first few months of inception, 91 adults attended the NKU Path Series Workshops, with participant workshop ratings of 4.4 on a 5.0 scale overall.
- Elderhostel served 481 individuals in 13 different programs. Examples of topics covered in Elderhostel programs were Kentucky history and heritage, Kentucky music, Kentucky thoroughbred racing, Cincinnati history and culture, Cincinnati's Old Germania, May Festival, Ohio River studies, and the brand new and very successful Cincinnati Flower Show. Programs ranged from four-day "Weekenders" to nine-day "Adventures Afloat."
- A 2003 Survey of NKU Outreach and Public Engagement identified that during the year: 1,110 known outreach activities took place; 3,770 NKU students participated; 197,210 community members were served; and 389 faculty and staff served on boards, committees, and commissions.

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Program of Distinction

NKU's program of distinction is the Center for Integrative Natural Science and Mathematics (CINSAM). In 2003-04, CINSAM expanded its efforts, providing continuing professional education and enrichment programs to over 840 science and math teachers and more than 4,500 P-12 students; the previous year, 40 outreach opportunities and day camps were offered for local students and teachers leading to over 3,300 contacts between P-12 teachers and NKU faculty.

CINSAM was established to address four principal needs of the region and the state: (1) a cadre of well-prepared science and mathematics teachers in elementary, middle, and secondary schools; (2) opportunities for P-12 students to be engaged in "best practice" mathematics and science education that motivates them to prepare for advanced courses in these areas so critically important to the 21st century; (3) a workforce capable of solving complex scientific and technological problems; and (4) collaboration with the local companies, bringing to bear the intellectual capital and resources of NKU to address applied problems.

Since its creation in 1999, CINSAM has achieved a high level of success in meeting these needs, receiving national recognition for its work, and is poised to become a model program in mathematics and science education and outreach. Recent examples of CINSAM success are as follows:

- Regional corporations, individual supporters, and alumni provided over \$6 million in private funding to equip the new natural science building with state-of-the-art equipment. Over \$4 million in research grants has been achieved.
- Hundreds of students have been supported on faculty research projects over the last five years.
- Over 60 students have been involved with projects at local companies or institutions over the past four years.
- An average of ten students per year are receiving full scholarships in the sciences, mathematics, and/or science/math education.
- Associations between NKU faculty and local teachers have grown from four (chemistry, mathematics, physics, middle grades science) in 2000 representing about 85 teachers to eight (with the addition of Alliances for biology, earth and space, elementary math and science, and environmental education) in 2003-04 representing more than 250 teachers.

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- Science, mathematics, and education faculty have offered in-service events and summer workshops for hundreds of teachers.
- CINSAM has aligned summer workshops for teachers with summer programs for school students, using the latter as “laboratories” where teachers observe faculty with students and gain hands-on experience.
- Over 4,000 P-12 students were involved in CINSAM enrichment activities during the 2003-04 academic year, including summer camps, a science fair, and the Kentucky State Lego League Robotics Competition, co-sponsored by Toyota and NKU.

As the university looks ahead, effort will be focused toward elevating CINSAM to the next level of excellence, enabling the program to reach more P-12 students and teachers, improve college-level science and mathematics teaching and learning, form partnerships with industry, and work with the community to stimulate job creation.

Collaborative Programs and Initiatives

NKU developed and sustained a number of cooperative programs and partnerships with other postsecondary institutions and the community. Highlights of 2003-04 include:

- This spring NKU was selected among four universities to participate in a national project designed to demonstrate best practice in community engagement—what is sometimes referred to as “stewardship of place.” Sponsored by the American Association of State Colleges and Universities and supported by the W.K. Kellogg Foundation, this project is drawing national attention in its effort to strengthen community engagement at the more than 400 comprehensive universities throughout the nation.
- NKU and Gateway have established a dual enrollment program and continue to work collaboratively to ensure that student movement between the two institutions is seamless and that programs are complimentary, non-duplicative, and supportive of regional educational needs.
- The NKU Grant County program moved into an expanded, newly renovated, fully networked facility providing four smart classrooms, one seminar room, one conference room, one technology resource room with 13 computers, several offices, and 25 laptop computers for use in classroom instruction. The Center is now housed in what had been City of Williamstown’s old city building. The city leased the building to the Grant

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County Foundation for Higher Education for \$1 per year. The foundation then raised over \$100,000 from local donors to renovate the building, which NKU now occupies at no cost.

- The Maysville Community College Organizational Leadership learning cohort completed its degree program, and the Northern Kentucky Headstart cohort is continuing and expects to complete its program within the next academic year.
- The federally supported Urban Learning Center—a partnership between Thomas More College, Gateway, NKU, the Covington Public Schools, and Forward Quest—provides educational access for many who would otherwise be left behind.
- In the area of inter-university collaboration, NKU is working with the University of Cincinnati and Xavier University on three areas of common concern. They include enhancing P-12 education, particularly around math and science; strengthening the region's urban core; and enhancing student civic participation.
- NKU has aggressively pursued relationships with area business, government, and community organizations to utilize the resources of the university to attract businesses to Kentucky. The most notable accomplishment is the Northern Kentucky Technology Commercialization Triangle, a partnership of four cities, one county, a chamber of commerce, a regional economic development agency, and the regional New Economy Innovation and Commercialization Center. All of these agencies came together with the university to develop a full-color marketing brochure to promote the partnership, as well as the benefits of the region, to knowledge companies around the world. Technology Triangle efforts also are connected to rural partners in Grant County.
- The Fifth Third Entrepreneurship Institute is expanding its educational programs for both the campus and community, as well as coordinating the development of iNET, which will link technology faculty and students with companies that can use their assistance.
- In many ways, the Scripps Howard Center for Civic Engagement is the flagship of NKU's efforts to promote and strengthen public engagement. Among its most successful on-going projects are the Mayerson Student Philanthropy Project, Freedom Focused Service Learning, and a Get Out the Vote campaign. On October 5, The Scripps Howard Center for Civic Engagement hosted a statewide summit on civic literacy at which representatives from throughout the Commonwealth convened to discuss strategies to increase civic literacy and citizen participation in voting and other dimensions of civic engagement.

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- The partnership between the National Underground Railroad Freedom Center and NKU's Institute for Freedom Studies continues to expand, and the Institute has established a rich tradition of speakers from throughout the nation who help deepen cross-cultural understanding.

Major Initiatives For Next Year

Some of the more significant initiatives planned for next year focus on improving transfer, retention, and graduation rates, which are areas of concern for NKU.

To increase enrollment and transfer, NKU will:

- Allocate over \$4.5 million in recurring funds to enhance and expand academic programs over the next two years. These funds, made possible by the board of regents' recent approval of the Academic Quality and Capacity Initiative, will add more full-time tenure track faculty and support new academic programs in education, information science, public policy, healthcare, business, and professional and applied ethics. The funds make it possible to sustain academic momentum and protect academic quality, even while confronting difficult budgetary challenges.
- Further strengthen academic advising, enhance library support, and expand community engagement.
- Work hand-in-hand with Gateway to ensure more students complete associate degrees and transfer to four-year programs.
- Continue intensive efforts to recruit, enroll, and retain non-traditional, adult students. For example, at the request of the Kenton County Airport Board, NKU will expand its course offerings at the airport so working adults can complete their general education requirements and earning a certificate in leadership entirely at that location.

To increase retention and graduation rates, NKU will:

- Strengthen academic advising at the college and department level. Move students into majors more quickly and expand the early warning program that identifies students in academic difficulty.